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ABSTRACT

This annotated bibliography contains 36 references on teaching methods and instructional strategies in the field of adult literacy found in the ERIC database. It contains citations from the period between 1987 and 1989 and is divided into two sections. The first section lists sources for instruction and training, while the second section contains references for the use of computers in adult literacy. (MS)

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Adult Literacy: Instructional Strategies

by Michael Shermis

The recent surge of interest in adult literacy makes it appropriate to present the many new and innovative teaching methods and instructional strategies in the field. A search of the ERIC database produced the following citations on adult literacy, all from the period 1987 to 1989. The first section lists sources for instruction and training. The second section contains references for the use of computers in adult literacy.

Abstracts for some of the articles cited here have been abbreviated to conform to the *FAST Bib* format. The ED numbers for sources included in *Resources in Education* have been included to enable the user to go directly to microfiche collections, to order from the ERIC Document Reproduction Service (EDRS), or to go to *RIE* for the full abstract on those sources not available through EDRS. If a document has a CS number rather than an ED number, look in *RIE* or the ERIC database to find the corresponding ED number. The citations to journals are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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Instruction

Bear, Donald R. *"On the Hurricane Deck of a Mule": Teaching Adults to Read Using Language-Experience and Oral History Techniques.* Center for Learning and Literacy, Nevada University, Reno, NV, 1987. 149p. [ED 294 155]

Designed to instruct adult literacy teachers in using Language-Experience and Oral History techniques and distributed statewide to teachers in Nevada, this manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization.

Chandler, Carolyn Ebel. *Newspapers Meet the Challenge: Literacy Handbook,* American Newspaper Publishers Association Foundation, Washington, DC, 1987. 20p. [CS 211 596]

Designed to encourage newspaper involvement in adult literacy and to assist in launching newspaper literacy campaigns, this handbook complements the American Newspaper Publishers Association Foundation's slide/video media show.

Chandler, Carolyn Ebel. "Use the News: Press to Read: Literacy Now!" *Journal of Reading,* v31 n8 p746-48 May 1988.

Reports on the American Newspaper Publishers Association Foundation's "Press to Read" campaign, and on literacy projects initiated by a variety of newspapers.

Colvin, Ruth J.; Root, Jane H. *TUTOR. Techniques Used in the Teaching of Reading. A Handbook for Teaching Basic Reading to Adults and Teenagers.* Sixth Edition. Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214, 1987. ($9.50) 111p. [ED 292 949; paper copy not available from EDRS]

Assists teachers and volunteer tutors teaching adults and teenagers to read.

Davidson, Jane L.; Wheat, Thomas E. "Successful Literacy Experiences for Adult Illiterates," *Journal of Reading,* v32 n4 p342-46 Jan 1989.

Discusses illiterate and semiliterate adults who want to become literate to improve their quality of life and describes their life experiences. Provides examples of effective instruction methods based on the language experience approach, including dictation, word banks, journal writing, individualized and assisted reading, and self-charted progress.

Drew, Rad A.; and others. *How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide.* Indiana University, School of Education, Bloomington, IN, 1988. 78p. [ED 297 160]

This practitioner's guide was developed for instructors in schools, business, and industry who need to gather materials and design, develop, and implement job-specific basic skills programs.

Forester, Anne D. "Learning to Read and Write at 26," *Journal of Reading,* v31 n7 p604-13 Apr 1988.

Traces the progress of a beginning adult reader along the literacy continuum shown by child readers. Provides suggestions for teaching reading and writing to beginners which build on a learner's personal experiences and knowledge of language.

France, Marycarolyn G.; Weeks, Jane Warren. "Parents Who Can't Read: What the Schools Can Do," *Journal of Reading,* v31 n3 p222-27 Dec 1987.

Advocates encouraging parents who are illiterate or semiliterate to make use of practices that do not require literacy skills, but that will support their children in becoming successful readers. Suggests many activities that will help both children and parents develop literacy skills, such as tutoring and discussing television shows.

Goudreau, Nancy. "Improve Your Adult Literacy Instruction by Vitalizing the Research: Part II," *Lifelong Learning,* v10 n4 p11-14 Jan 1987.

Presents three tenets from the research for adult literacy instruction: (1) improvement in one literacy skill should mirror improvement in others; (2) instructors should facilitate, not control, learning; and (3) students should be able to transfer classroom learning to their daily language encounters. Includes ideas for application.

Holzman, Michael. "A Post-Freirean Model for Adult Literacy Education," *College English,* v50 n2 p177-89 Feb 1988.

Claims that the preferred method for literacy education today is a technique of self-instruction by small groups of people voluntarily assembled, assisted by representatives of intermediary organizations as necessary, to further the ends of self-reliance and improved living conditions.

Howard, Ora. *Social/Personal Skills Modules.* Adult Literacy Project. Grayson County College, Sherman/Denison, TX, 1988. 201p. [ED 298 329]

Complements basic academic skills and employment skills training with five training modules. Addresses the affective competencies that adults need to attain and succeed in vocational training and employment.

Howell, Shirley. *Pre-Employment and Employment Skills Modules.* Adult Literacy Project. Grayson County College, Sherman/Denison, TX, 1988. 89p. [ED 298 328]

Provides 10 job search training modules for adults and youths. Activities can be modified for nonreaders, those with limited academic skills, unemployed professionals, persons with limited work experience, potential dropouts and other unemployed youth, older job seekers, and persons with mental handicaps.

Jones, Frances. *Ten Good Ways To Teach "Writing for New Readers" in a Literacy Workshop.* Sun Belt Literacy Bookstore, 1401 SW Topeka Blvd., Topeka, KS 66612, 1988. ($5.00) 34p. [ED 296 116; paper copy not available from EDRS]

Explains how to plan, develop, and conduct a writing workshop for literacy volunteers who will be working with beginning readers.

Keefe, Donald; Meyer, Valerie. "Profiles of and Instructional Strategies for Adult Disabled Read-

ers," *Journal of Reading*, v31 n7 p614-19 Apr 1988.

Describes a project which ranked over 100 adult disabled readers by ability level. Provides profiles of disability types, and makes suggestions for teaching strategies appropriate to each level.

Leeson, Lee Ann. "Beyond Process Pedagogy: Making Connections between Classroom Practice and Adult Literacy," *College Composition and Communication*, v40 n1 p73-79 Feb 1989.

Focuses on the difficulty of moving literacy programs from the classroom to the workplace. Suggests that writing consultants face similar difficulties as they develop writing-across-the-curriculum programs and consult with public schools K-12.

MacDonald, Barbara Jean; Lawson, Virginia K. *Tutor Resource Sheets for Basic Reading and Conversational English Learners*. Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214, 1987. ($2.00; complete set of materials, $40.00) 25p. [ED 292 956; paper copy not available from EDRS]

This collection of resource sheets is intended for use by teachers and tutors who work with adult beginning readers and persons learning conversational English. The following sheets are included: a personal information form and identification card, a format for teaching consonants, directions for teaching with photographs, photographs of signs and labels, color word vocabulary cards, directions for teaching calendar words, a calendar form, directions for teaching numbers and checks, a check form, directions for using writing (alphabet) sheets, alphabet sheets (manuscript/cursive), an identification card, and consonant cards.

McCulloch, Sue. "Initial Assessment of Reading Skills." Adult Literacy and Basic Skills Unit, London, England, 1987. 5p. [ED 290 925]

This article sets forth some ideas as starting points for the initial assessment of reading, particularly for those who are relatively new to adult literacy work. It describes materials to use, including choice of materials and levels of difficulty. Variables that affect a reader's performance are listed. Information is also provided on how to administer the assessment.

Miller, Phyllis A. "Using Annual Reports for Adult Literacy Improvement," *Journal of Reading*, v32 n1 p25-29 Oct 1988.

Advocates using annual reports to help adult learners bridge the gap between competence with basic reading tasks and competence with more difficult and complex tasks which require inferential thinking and application of information for decision making and problem solving.

Park, Rosemarie J. "Three Approaches to Improving Literacy Levels," *Educational Horizons*, v66 n1 p38-41 Fall 1987.

Describes three approaches to combatting the high illiteracy rates among adults: (1) working early with children who are poor readers or nonreaders; (2) improving adult literacy programs; and (3) training adult educators to teach lifelong learning along with reading skills.

Perin, Dolores. "Schema Activation, Cooperation, and Adult Literacy Instruction," *Journal of Reading*, v32 n1 p54-62 Oct 1988.

Describes a strategy to motivate adult basic education students to comprehend text in a manner that draws on their background knowledge and is based on peer interaction.

"Population Education Materials Developed for the Most Needy in Society," *Population Education Newsletter and Forum*, n26 p3-6 1987.

Describes the work of a UNESCO-sponsored workshop which was held to develop population education materials specifically intended for the illiterate and semiliterate population, the rural poor and urban slum dwellers. Principal users of the materials are to be nonformal educators.

Resourcing Adult Literacy and Basic Skills. Adult Literacy and Basic Skills Unit, London, England, 1987. 21p. [ED 285 074]

This discussion document provides detailed guidance on the resources needed to provide high quality learning opportunities for adults who want to improve basic communication skills.

Scoble, John; and others. "Training Family and Friends as Adult Literacy Tutors," *Journal of Reading*, v31 n6 p410-17 Feb 1988.

Examines volunteer tutors' use of the Paired Reading technique with adults. Although enjoyable and relatively effective, the technique needs improvement in order for long-term benefits to result.

Shuman, R. Baird. "Some Assumptions about Adult Reading Instruction," *Journal of Reading*, v32 n4 p348-54 Jan 1989.

Examines assumptions (such as "every adult can read to some extent" and "adult students will be well motivated") held by a veteran high school social studies teacher before he began teaching adults how to read. Discusses how some of the assumptions were valid, some invalid, and others partly valid.

Special Answers for Special Needs. A Guide to Available [Section] 310 Resources. Office of Vocational and Adult Education (ED), Clearinghouse on Adult Education, Washington, DC, 1988. 45p. [ED 296 129]

This guide is intended to make adult educators aware of the materials and products for use with special needs adults that have been developed with funds from Section 310 of the Adult Education Act.

Walker, Becky; and others. "Use the News," *Journal of Reading*, v30 n7 p652-53 Apr 1987.

Encourages use of the newspaper for adults to improve their reading skills and to practice applying academic skills to problem solving.

Computers and Instruction

Adult Literacy & Technology. Guide to Recommended Literacy Software. Institute for the Study of Adult Literacy, Pennsylvania State University, 248 Calder Way, Room 307, University Park, PA 16801, 1987. 160p. [ED 298 261; paper copy not available from EDRS]

This publication is an annotated guide to software for teaching adult literacy recommended by the Adult Basic Skills Technology (ABST) Project. The ABST Project was initiated in 1982 to provide adult basic education sites with the technical expertise to use computer technology with their students.

Henderson, F. R. "Use of Tape Recorders and Computers in Literacy Tutoring." Paper presented at the Laubach Literacy Action Biennial Conference, 1988. 4p. [ED 296 086]

Tape recorders and computers can be useful in literacy tutoring in three situations: (1) as an aid in regular tutoring sessions; (2) as a supplement to provide drill and practice; and (3) as a management tool.

Imel, Susan. *Computer-Assisted Instruction in Adult Literacy Education.* Practice Application Brief. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH, 1988. 3p. [ED 296 184]

Provides guidelines for effective use of computer-assisted instruction in adult literacy instruction.

Leonard, Janet. *Wordprocessing and Language Skills. A Practical Handbook for ABE Tutors.* Adult Literacy and Basic Skills Unit, London, England, 1987. 134p. [ED 292 985]

This practical manual is designed for teachers involved in adult basic education (in particular, teachers of bilingual and adult literacy students) who would like to introduce their students to word processing through the language curriculum.

Maclay, Connie M.; Askov, Eunice N. "Computers and Adult Beginning Readers: An Intergenerational Study," *Lifelong Learning*, v11 n8 p23-25, 28 Jun 1988.

Parents of Chapter 1 reading students were invited to take part in a reading program using courseware for adult beginning readers. A group of 52 parents completed the program; on average they gained more than one year in reading level after 20 hours of instructional time. Impact on children and delivery models are discussed.

Smith, Jeanne H. *Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.* Center for Literacy, Inc., Philadelphia, PA, 1987. 76p. [ED 286 046]

This guide was designed for trained tutors who teach adult literacy students on a one-to-one basis using a computer with a word-processing program.

Turner, Terilyn C. "Adult Literacy & Technology." Paper presented at the 2nd National Conference on Adult Literacy and Technology, 1988. 7p. [ED 296 156]

Technology is changing the way literacy is being taught to adults, and is also bringing new sets of problems and challenges for adult basic education programs, which include rapid changes in computers, leading to indecision in purchasing and uncertainty in use, and lack of appropriate software for adults. Other problems are not problems of technology but of literacy programs, or lack of a cohesive curriculum. Many new software

programs for adults are being designed, so some of the problems may be resolved in the future..

Turner, Terilyn C. "An Overview of Computers in Adult Literacy Programs," *Lifelong Learning*, v11 n8 p9-12 Jun 1988.

Discusses current uses of computers in adult basic skills instruction. Compares three primary systems available for purchase in adult literacy instruction: (1) Programmed Logic for Automatic Teaching Operations (PLATO); (2) Computer Curriculum Corporation (CCC); and (3) Principle of the Alphabet Literacy System (PALS).

Turner, Terilyn C. "Using the Computer for Adult Literacy Instruction," *Journal of Reading*, v31 n7 p643-47 Apr 1988.

Based on research gathered from literacy projects that utilize computers, recommends that computers be used in adult literacy programs. Points out that computers provide privacy, feedback, individualization, a feeling of control, and flexibility.

Young, Deborah; Irwin, Martha. "Integrating Computers into Adult Literacy Programs," *Journal of Reading*, v31 n7 p648-52 Apr 1988.

Suggests effective means of integrating computers into adult literacy education using commercial word-processing and data base programs. Points out that activities used in most "reading software" are not consistent with the cognitive view of comprehension.

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